ANS Assessment Policy

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At Amman National School, we see evaluation and assessment as fluid and continuous tools, vital for teaching and learning. They enhance the students' experiences and guide the teachers in their daily practice and long-term planning.

We believe students are unique individuals with different talents, learning styles and experiences. Diversifying teaching methods and assessments tools helps students demonstrate their understanding and mastery of skills, realizing their potentials.

Effective assessment is authentic and elicits essential and enduring knowledge and skills, revealing common misunderstandings. It focuses on the process as well as the outcome, allowing students to reflect on their own learning and connect it to real-world applications.

Assessment at Amman National School is based on the following beliefs:

- Assessment should be educative and forward looking.
- Assessment tasks must assess students' acquisition of higher thinking skills and of basic knowledge.
- Assessment must be addressed throughout the process of planning, teaching and learning.
- Assessment must be aligned with the expected learning outcomes and the school's philosophy and mission.
- Students should receive continuous and immediate feedback to improve their learning.
- Assessment data must be analyzed to provide reliable information on the curriculum, education process, and students' progress.
- Assessment must be given with love in an environment that reduces stress and comparisons.

Types of Assessment

- **Diagnostic Assessment**

Diagnostic assessments are performed at the beginning of each unit to determine the students' interests, skill attainment, habits, and previous knowledge. Teachers use this information to modify the curriculum and devise plans for differentiation. For example, language teachers conduct reading surveys to collect information about students' reading habits, book interests, and stamina. Teachers take this into consideration when curating classroom libraries and building a reading community.

- **Formative Assessment**

Formative assessment is ongoing to ensure that frequent, instant, and constructive feedback is provided to students and teachers. It provides both students and teachers opportunities to reflect on their work. Teachers may adapt the written, taught and assessed curriculum to respond to the needs of the students.

In the IBMYP and IBDP programs, formative assessment also helps students gain a better understanding of the intricacies of each subject criteria and the task specific requirements.

- **Summative Assessment**

Summative assessment is concerned with measuring students' performance at the end of a unit or topic. The various tasks used for assessing are determined during the initial planning of the unit, using "Backward Design" model by Wiggins and McTighe (2003).

Subject group teachers collaborate to identify the students' grade-level attainment, using benchmarks, subject descriptors and standardized subject assessment criteria.

- **Self -Assessment**

 Students reflect on their learning throughout the units and find ways to address any concerns with the teachers' guidance.

- **Standardized Testing**

Students in grades 4, 8, and 10 may sit for the Jordanian National Standardized Tests in Arabic, English, mathematics, and science -if our school is selected by the Ministry of Education.

Assessment Strategies

Teachers are expected to use different strategies to assess students in order to achieve better understanding of each child's unique learning experience.

Strategies Teachers Use to Assess Students Include:
- Selected Response (Quizzes, Tests)
- Performance-Based Assessments (Presentations, Exhibitions, Debates, GRASPS, etc.)
- Observations (Spontaneous and Systematic)
- Open-ended Tasks (a response to a stimulus, such as a written response)
- Communication (Conferences, Surveys)
- Reflection (Self-Assessment, Journals, Students' Portfolios).

Assessment Tools

Assessment tools are the methods that teachers use when recording information about students' learning. They vary depending on the type of assessment and the skills being assessed.

Tools used for assessments include:
- Checklists
- Rating Scales
- Rubrics
- Learning Logs
- Anecdotal Records
- Continuums
- Subject-Group Criteria for MYP and DP

Recording

Teachers maintain accurate and clear records of their students. They record their observations on students' work habits, class behavior, academic performance, learning styles, and achievement levels. Students' records are official documents. Parents may view these records but cannot obtain a copy. Records are maintained for future reference.

Reporting

The school communicates student progress with guardians through assessment reporting and individual family meetings.

- **Written Assessment Reports**
    1. **Progress Reports**
        Progress reports give a brief and general understanding of how the student is doing in a specific time period. They are sent twice a year (six weeks into the semester) for grades 1-6 and four times a year (six and twelve weeks into each semester) for grades 7-12.

    2. **End of Semester Assessment Report**
        The end of semester report provides a more detailed, descriptive and quantitative evaluation of the student's overall progress and level of achievement.
        Assessment reports in grades KG-3 are descriptive in nature, without hierarchal levels. In grades 4-12, levels of achievement are provided for each subject criteria. Levels range from 7 (high) to 1 (low).

- **Conferences**
    1. **Students, Guardian, Teacher Conferences**
        These meetings are held halfway through each semester. Guardians and students meet with teachers to discuss the progress and overall wellbeing of the student. Together, they examine any challenges a student may be facing and ways to overcome them.

    2. **Other Meetings**
        Teachers offer weekly office hours where guardians and students are able to meet with teachers unannounced. Students, teachers and guardians may also schedule meetings by appointment as necessary.

Assessment Continuum at ANS

Assessment at ANS is a continuum, gradually increasing in expectations and rigorism as students get older. We strive to make assessment, grading, and reporting a meaningful, not a stressful, experience.

Assessment in Kindergarten – 3rd grade

Our younger students are assessed daily and are given individual, qualitative, and meaningful feedback. They do not prepare for tests or receive graded exams; instead, they are given the space and confidence to grow, mature, and acquire academic and social skills.

Assessment at this level happens through daily work, ongoing projects, class worksheets, and one-to-one interactions. Teachers pay close attention to the particular progress each child is making to differentiate instruction and cater to particular needs. Often, teachers work with individual students and in small group settings to provide extra practice or enrichment.

If a teacher perceives a student with a matter that requires extra support, the teacher will work with the parents and with our special education department or school counselor to identify any academic, behavioral, or social issues that need attention and decide how best to support the student.

Assessment in the Lower Elementary Program 4-5

In addition to the existing ongoing assessment and evaluation through class work, performance tasks and projects, students are gradually introduced to quizzes and tests in some subjects. Students are expected to do some independent reviewing at home, though most of the work is completed in class.

Assessment in the Middle Years Program (MYP)

The MYP offers a more structured approach to assessment that highlights the diverse skills students need in each subject. ANS follows the MYP assessment policies as stated in "*From Principles into Practice*" and implements them in a way that remains true to the philosophy and spirit of the school.
The school does not offer MYP e-assessments.

"*MYP assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.*" "*From Principles into Practice* (2014/ Updated August 2022)"

In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

Each subject group includes four criteria, which are assessed at least twice each academic year.

The MYP assessment criteria across subject groups can be summarized as follows:

	A	B	C	D
Arabic Language and Literature	Analyzing	Organizing	Producing Text	Using Language
English Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Arts	Investigating	Developing	Creating/ Performing	Evaluating
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Design	Inquiring and analyzing	Developing Ideas	Creating the Solution	Evaluating
Personal Project	Planning	Applying Skills	Reflecting	-
Interdisciplinary	Evaluating	Synthesizing	Reflecting	-

The final MYP grade for all subjects can be calculated from the scores in the individual subjects. The levels of achievement in each criterion are 1-8.

Each subject has its own table of Grade Boundaries, showing how the level obtained (using all subject criteria A, B, C, and D) can be converted into an overall MYP level from 1 to 7.

Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32
IB Grades	1	2	3	4	5	6	7
Description	Fail	Fail	Pass	Satisfactory	Good	Very Good	Excellent

Assessment in Grades 11-12

ANS offers two different programs in high school. In order for students to obtain their high school diploma at the end of these two years, students must meet the requirements of the chosen program and the requirements of the Ministry of Education.

Assessment Policy in the Diploma Program

Assessment in the Diploma Program aligns with the school philosophy and vision as well as with the IB requirements.

Internal Assessment

During the two-year course, students are required to produce work for DP internal assessments for each registered subject according to specific criteria.
The internal assessment is marked by the specific subject teacher(s) and is moderated by IB examiners.
The subject specific criteria are explained to students. They are given the chance to evaluate and reflect upon their work.

External Assessment

Students sit for the IBDP exams at the end of their second year. The school ensures that IB external exams are administered according to the standards and procedures of the IB exam protocol. The school accommodates students with special educational needs and disabilities during external examinations, such as extra time, rest periods, use of information and communication technology, scribe, reader, large prints or colored exam papers. Special arrangements need IBO approval for candidates with assessment access requirements.

To obtain an equivalency of the Jordan General Certificate of Secondary Education, students must obtain a high school certificate in addition to passing the appropriate IBDP courses.

Theory of Knowledge Assessment

IBDP students have to submit an essay on one of the prescribed titles set by the IB. The TOK teacher supervises the essay internally, guided by the set criteria of the IB. The essays are externally marked by IB examiners. Students are also asked to submit an exhibition task as their IA to show how TOK is manifested in the real world.

The Extended Essay

In year 2, IBDP students submit an extended essay on a subject of their choice, supervised by a teacher at the school. The supervisor must ensure that the essay meets the IB criteria and the standards of academic honesty. The extended essays are marked externally by IB examiners.

Grading in the IB Diploma Program

At the end of each semester, students receive grades based on the IB's grade scale. Level 0 is only given when work is not submitted, plagiarized, or completely irrelevant.

IBDP Grades	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Pass
2, 1	Fail

National Jordanian Program

School Assessments

Throughout the final two years of the program, teachers use formative assessments as an ongoing process to observe, review and improve the student's learning. They also use summative assessments to measure students' performance against program assessment criteria. Teachers provide a range of learning tasks that meet the needs of the program and use assessment strategies appropriate to the given tasks.

External Assessments

Students enrolled in the National Program who have passed grades 11 and 12 sit for the Jordanian General Exam of Secondary Education (Tawjihi) in the subjects chosen. Dates are set by the Ministry of Education.

Grading in the National Program

Students in the national program are assigned percentages in accordance with the Ministry of Education's criteria set forth in the curriculum. The grading scale is as follows:

Mark	Grade	Description
90 - 100%	A	Excellent
80 – 89%	B	Very good
70 – 79%	C	Good
60 – 69%	D	Satisfactory
50 – 59%	E	Pass
49%	F	Fail

Assessment of Students with Special Educational Needs and Disabilities

The school will:

- design assessments that are diverse and relevant to the objectives and modifications outlined in the students' IEPs. Modifications to assessment may include use of modified rubrics, simplified vocabulary and different modes of presentation.
- accommodate conditions during examinations, such as extra time, rest periods, use of information and communication technology, scribe, reader, large prints or coloured exam paper. Special arrangements need IBO's approval for candidates with assessment access requirements.
- use reflection as an assessment tool that enhances and supports all learners in gaining independence and becoming advocates for their own learning.
- design progress reports that reflect students' achievements towards the goals mentioned in their IEPs. A comment of "modified result/grade" will be mentioned on the progress report when a modification is in place.

Academic Integrity

The school emphasizes and implements the Academic Integrity policy and expects the school community to adhere to it. Teachers, students, and guardians are made aware of the policy and are reminded of it yearly to ensure that the school's procedures are transparent, fair and consistent.

Teachers frequently check student work for authenticity and follow school procedures in any case where there is suspicion of cheating or plagiarism.

Using Assessment Data to Maintain School Effectiveness

Teachers, coordinators, and administrators systematically analyze students' assessments. All information gathered is used as feedback when reviewing and improving the school's educational process.